

College Success Institute

SSI FUNDING FORMULA UPDATE & INSTITUTIONAL ANALYSIS

FY 2020-21 FORMULA DETAILS

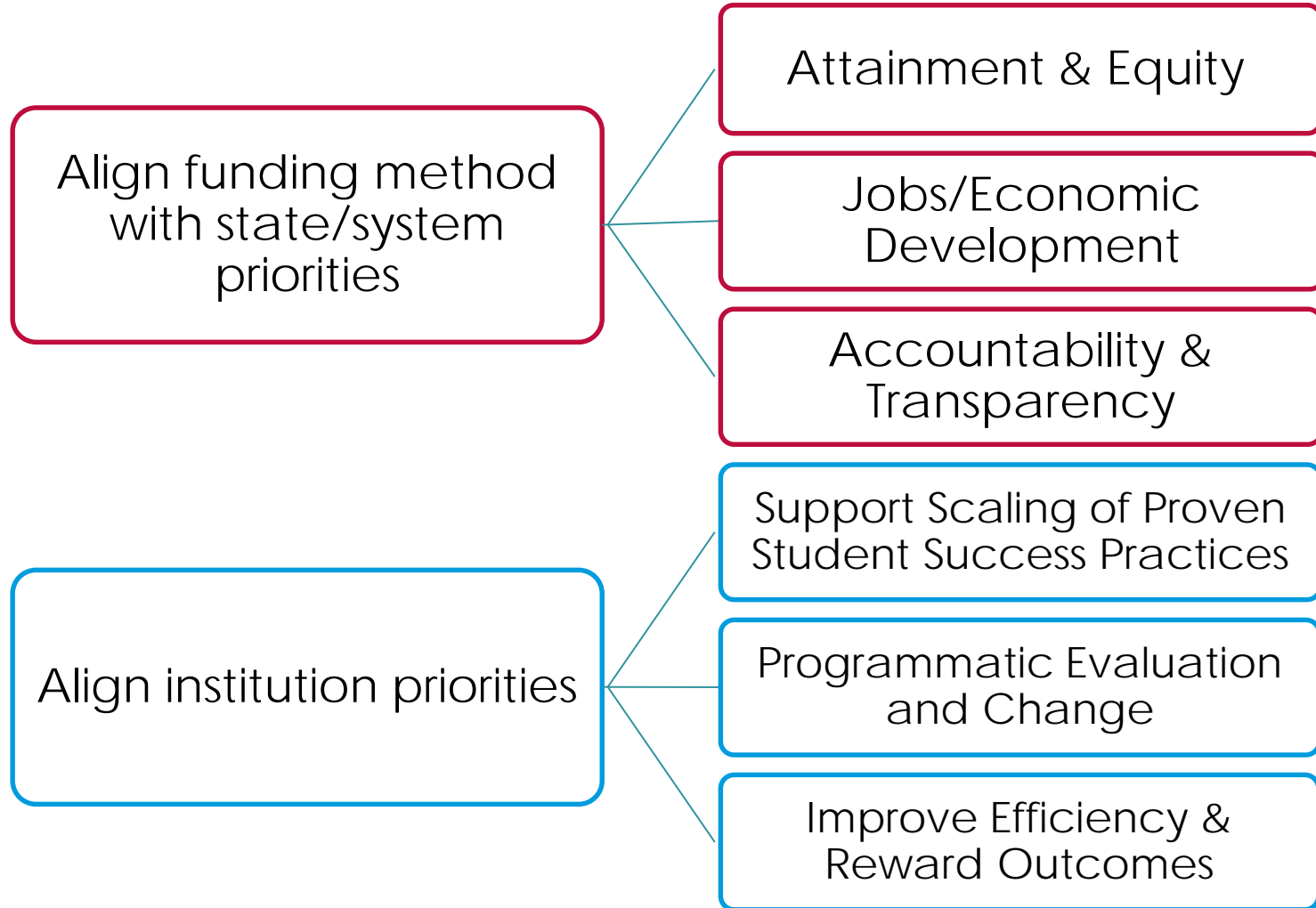
NEXT STEPS

INSTITUTIONAL ANALYSIS

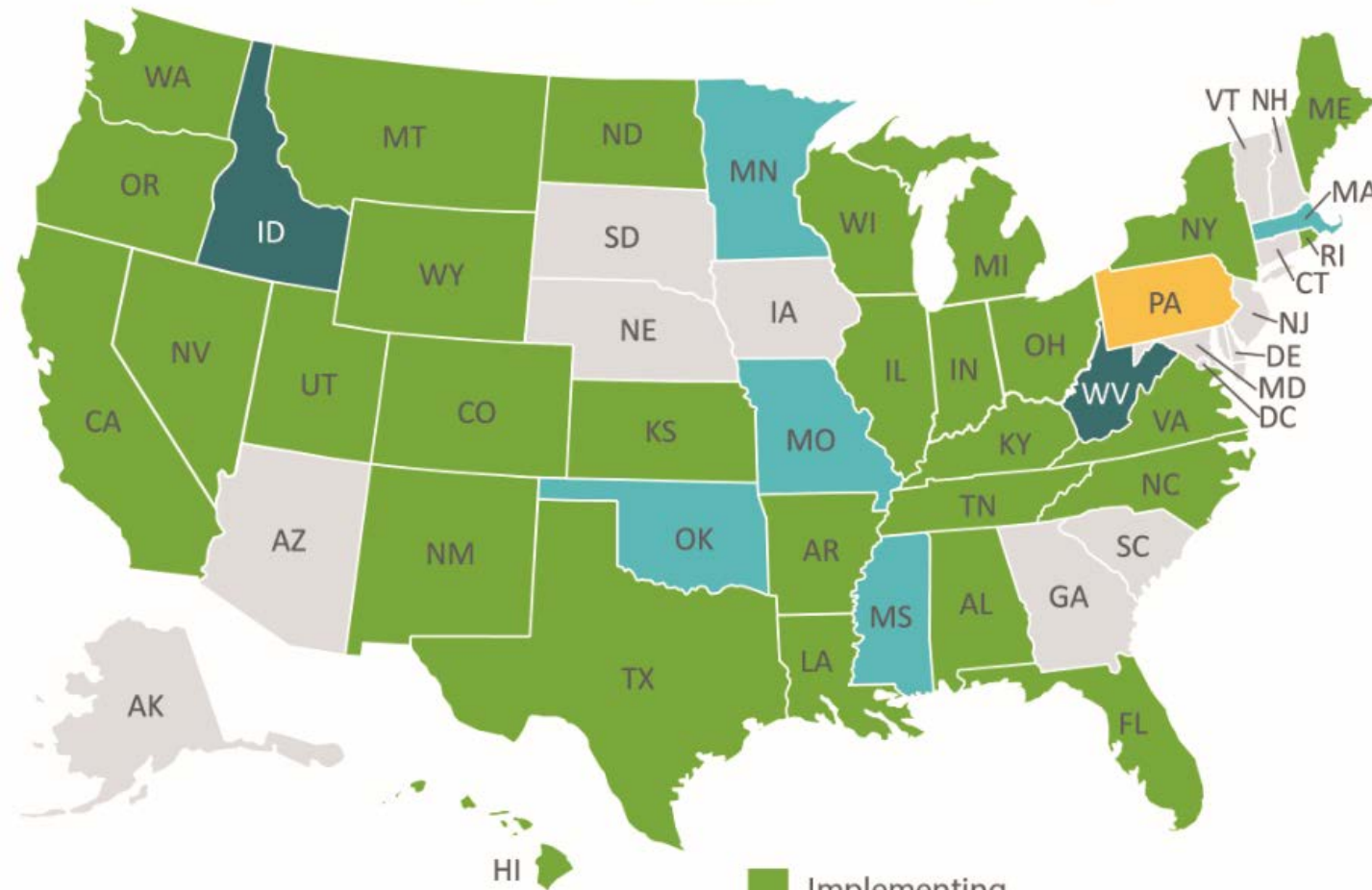
National Context

RATIONALE, STATE TRENDS, FUNDING

Policy Rationale for Funding for Outcomes



Outcomes-Based Funding in States in FY 2019



PA: Using a transitional model in FY19 as a new performance funding model is developed.

- Implementing
- Developed/Not Implementing
- Developing
- Implementing & Developing

Data collected as of January 2019

OBF Typology

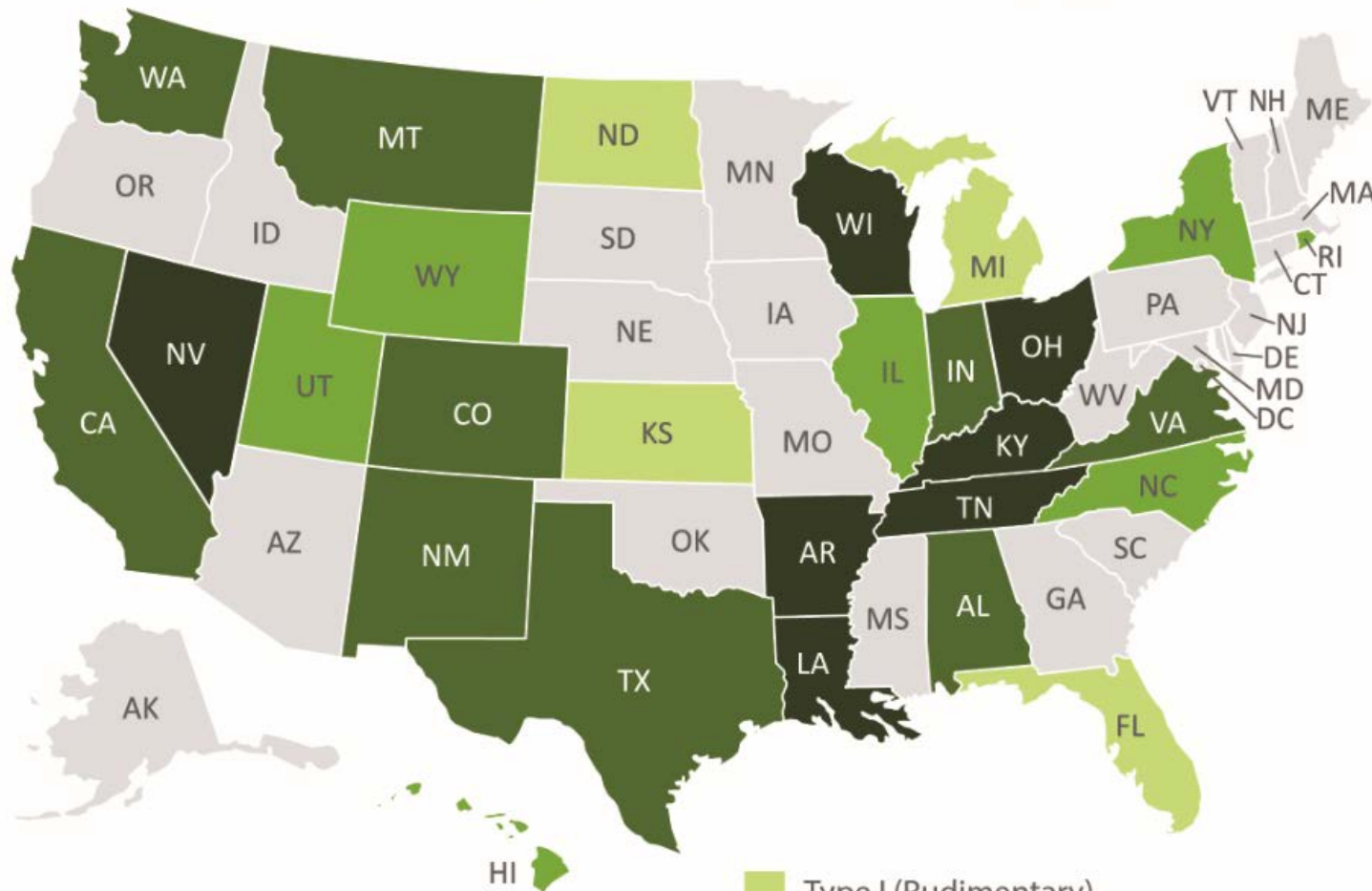
State funding systems vary significantly in design, focus and sophistication. These range from historical or “base-plus” model to formula driven enrollment-based and outcomes-based funding. The latter creates incentives typically tied directly to state goals.

HCM Strategists has developed a typology for Outcomes-Based Funding ranging from Type I (Rudimentary) to Type IV (Advanced).

Type IV

- State has completion/attainment goals and related priorities
- Recurring/Base funding
- *High level of state funding (25% or greater)*
- Differentiates by institutional mission
- Total degree/credential completion included
- Outcomes for underrepresented students prioritized
- *Formula driven/incentives continuous improvement*
- *Sustained for two or more consecutive fiscal years*

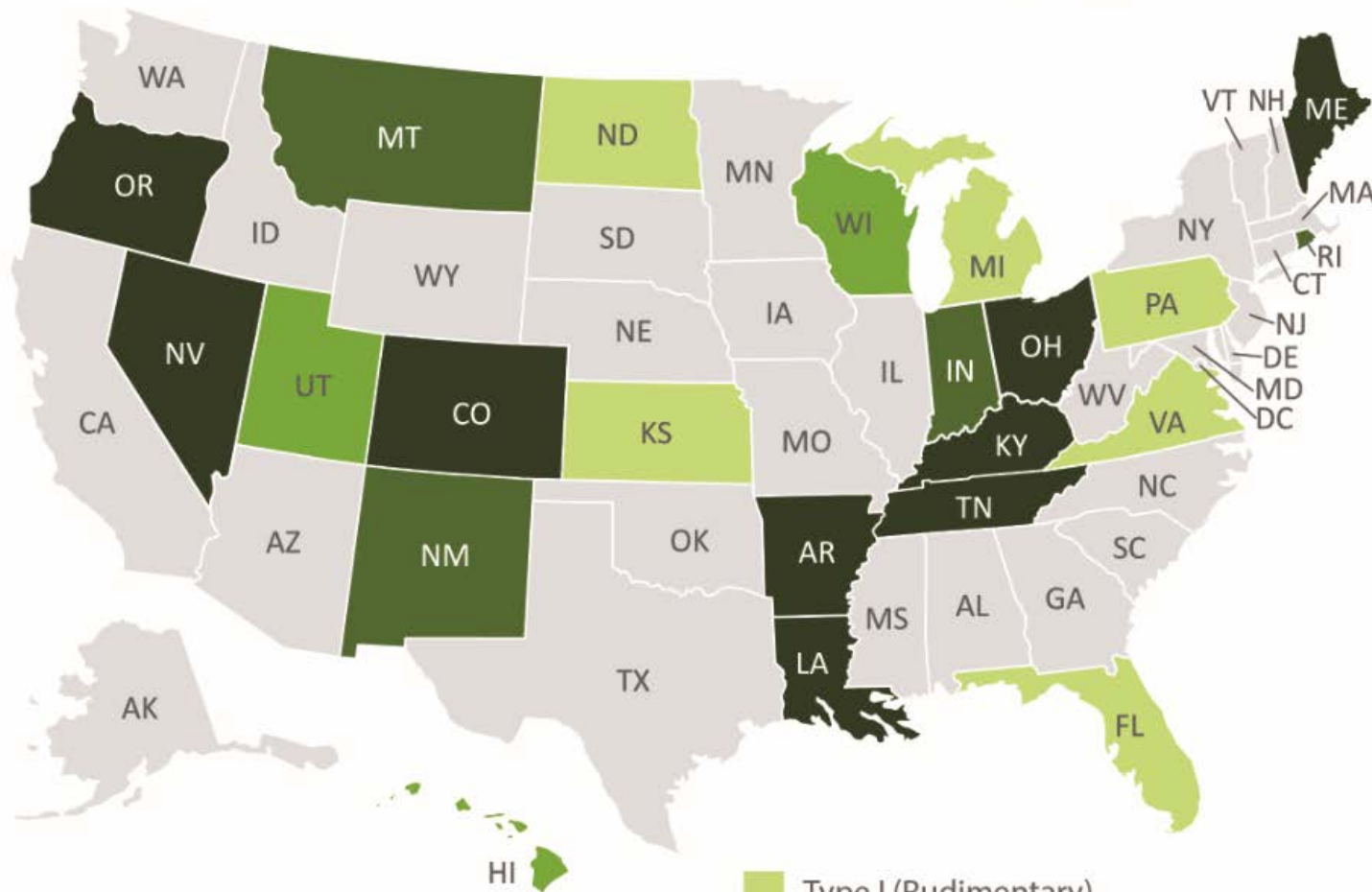
Outcomes-Based Funding in Two-Year Sector by Type in FY 2019



- Type I (Rudimentary)
- Type II
- Type III
- Type IV (Advanced)

Data collected as of January 2019

Outcomes-Based Funding in Four-Year Sector by Type in FY 2019



PA: Implementing for PASSHE universities only. Using a transitional model in FY19 as a new performance funding model is developed.
ME: Model will be phased out after FY19.

- Type I (Rudimentary)
- Type II
- Type III
- Type IV (Advanced)

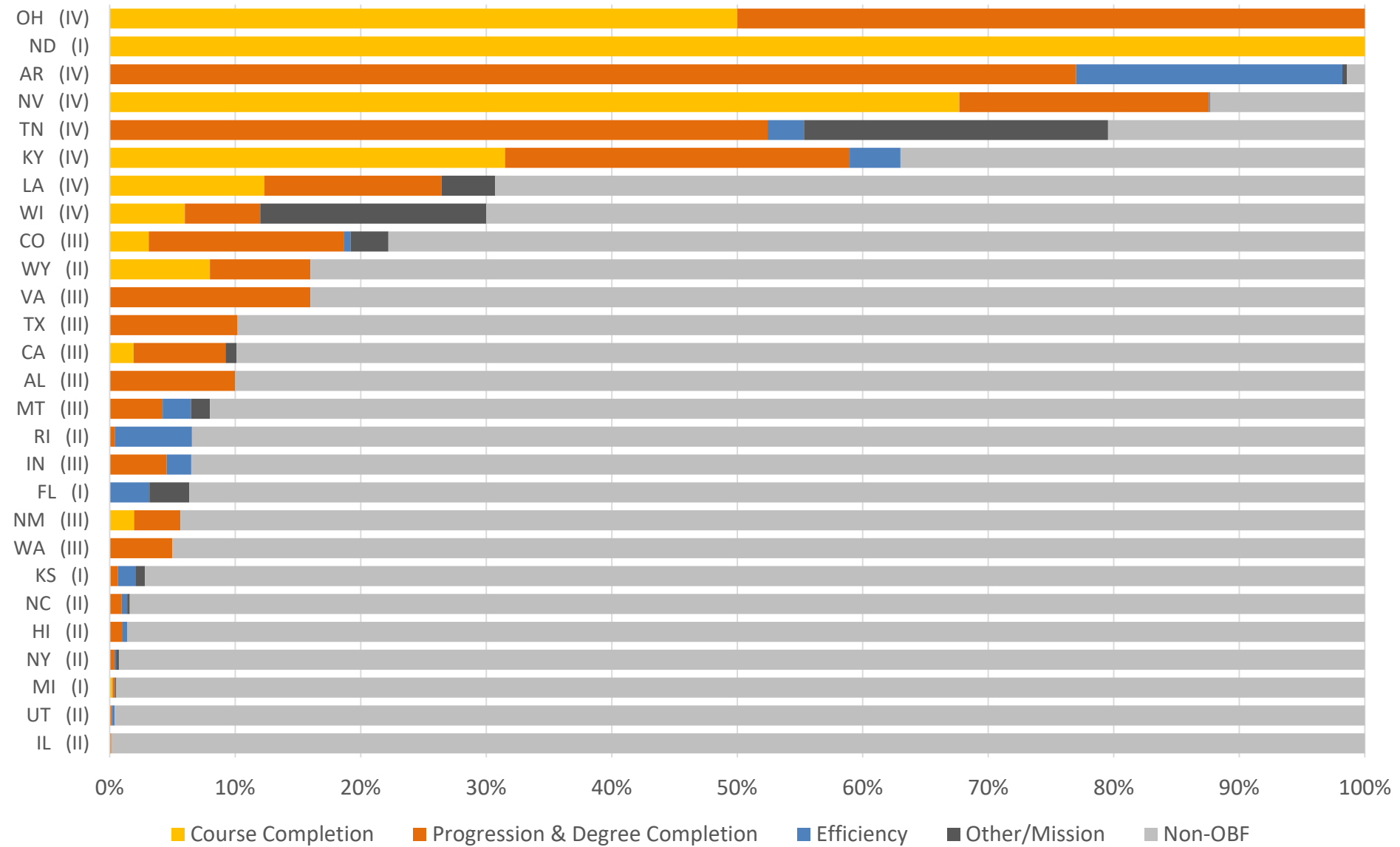
Data collected as of January 2019

Funding Associated with OBF Models

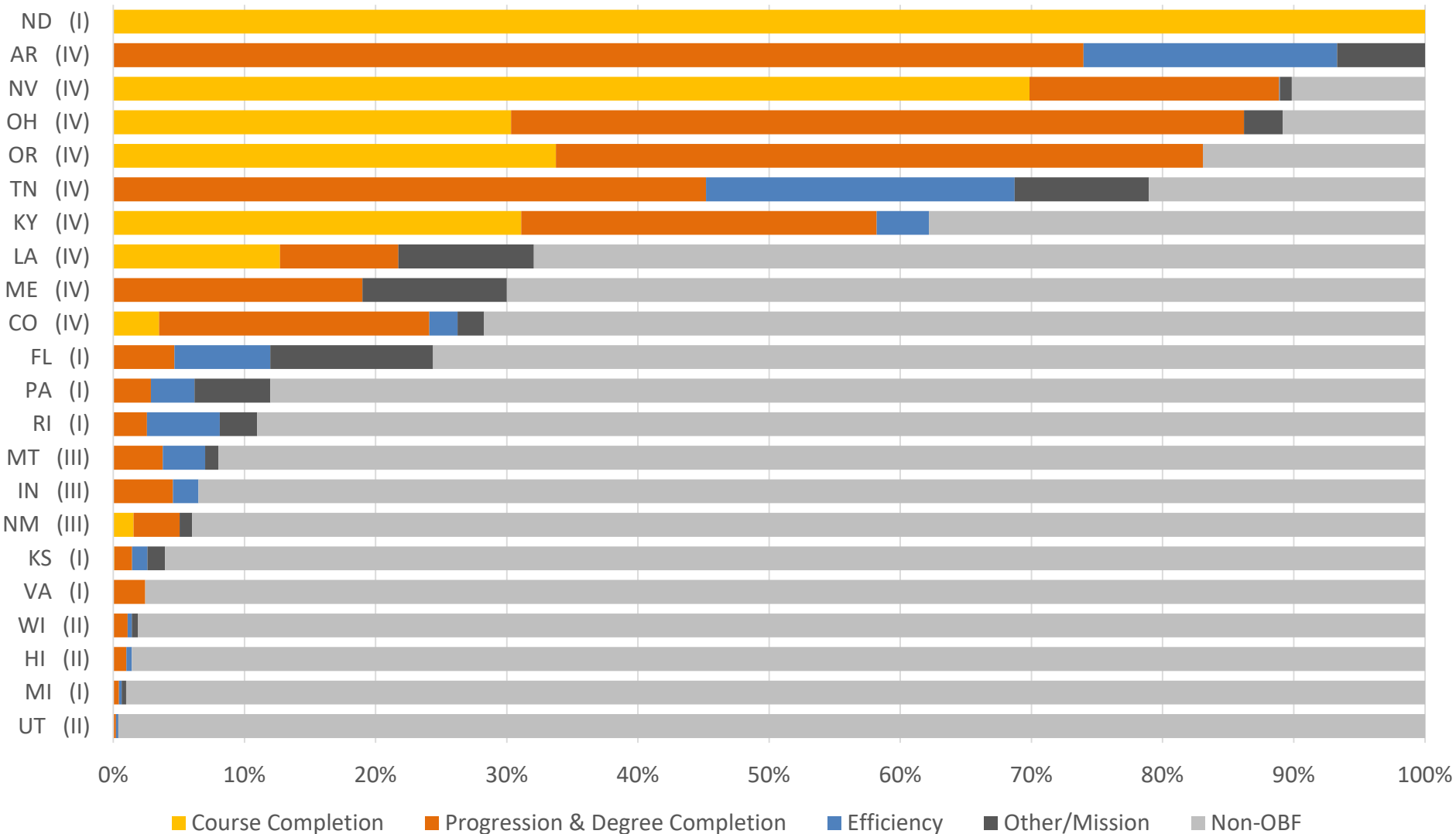
- Wide variation in funding in scope, structure and sophistication in state funding models
- Outcomes funding formulas are comprised of four general components:
 - Progression and degree completion
 - Course completion
 - Mission funding
 - Non-OBF/other funding

In many states outcomes funding remains a small portion of state support to institutions

OBF as a Share of State Support: 2-Year Sectors



OBF as a Share of State Support: 4-Year Sectors



Ohio SSI

TIMELINE, FY 2020-21 MODEL, NEXT STEPS

Guiding Principles of the Consultation

- Hold true to the mission and priorities of community colleges of access, completion, quality and workforce development
- Incentivize institutions to adopt evidence-based practices to help them succeed
- Align with state priorities and initiatives
- Be simple to understand and communicate
- Develop model that is sustainable, consistent and reliable

Ohio Community College Formula Recent History



FY 2009-2013

Primarily enrollment-based with inclusion of success points (5% to 10%)
Stop Loss (99%-96%)



FY 2014

50% enrollment + 25% course completion + 25% success points
97% stop loss



FY 2015 - Today

Combination of course completion (50%), success points (25%) & completion metrics (25%); At-risk or access category application
No stop loss

FY 2020 & FY 2021 Overview

The fiscal year 2020 & 2021 SSI funding formula maintained the general construct, component breakdown and weighting structure as was used in FY 2019. The formula still consists of three components:

1. Course Completions (50%)
2. Success Points (25%)
3. Completions (25%)

SSI changes for FY 2021

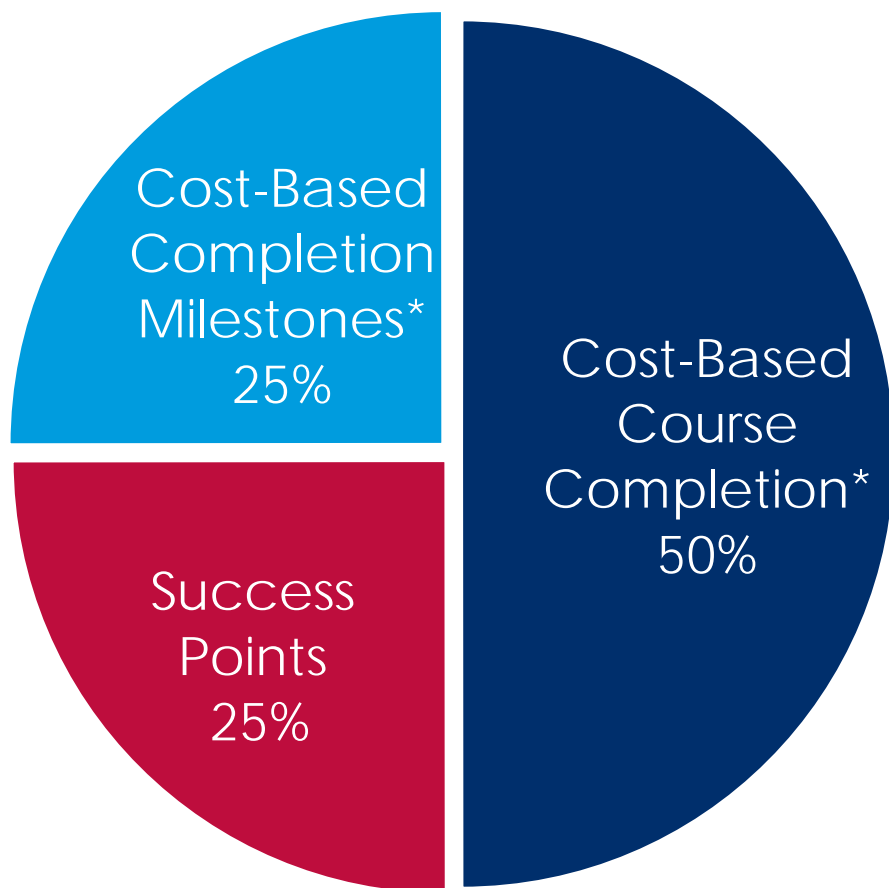
1. FY20:

- Only subsidy eligible students are included in the Course Completion component. This is not a change.
- All students are included in the Success Points and Completion Milestones components. This is not a change.

2. FY21:

- All three components (Course Completion, Success Points and Completion Milestones) - will include only subsidy eligible students for the three years included in the funding formula.

FY 2020 Framework Summary



All data averaged over three years

* Access Category Weights Applied

- **ADULT** (>25 at time of first enrollment at that college)
- **LOW-INCOME** (Pell Eligible (ever in college career))
- **MINORITY** (African American, Hispanic, Native American)
- **ACADEMICALLY UNDERPREPARED** (using remediation free standards, math only for FY 20 & FY 21)

Component 1: Course Completion (50%)

Cost-Based Calculation

- Average statewide cost based on level of course and subject area (aggregation of CIP codes)
- # of FTE who pass course * determined cost

Access category weight

- *15% for any student with one (or more) risk factors*

Success Points (25%)

Developmental Education Success

- # of Students completing developmental education Math and enrolling in a college-level math course (1 point)
- # of Students completing developmental education English & enrolling in a college-level English course (1 point)

12 Credit Hours

- # of students earning first 12 college-level credits (1 point)

24 Credit Hours

- # of students earning first 24 college-level credits (1 point)

36 Credit Hours

- # of students earning first 36 college-level credits (1 point)

Of Note: Developmental Education



There have been discussions in the past year about phasing out the use of developmental education in the success points component in favor of a metric that is more aligned with current student success best practices.

Some colleges have already begun to redesign developmental education, in favor of co-requisite education or other methods, that get students more quickly into credit bearing coursework. Such a change in college policy may be resulting in less success point funding under the current developmental education success point definitions.

Completion Milestones (25%)

Associates
Degree
Completions

Long-term
Certificate
Completions

Transfer
w/12+credit
hours

Cost-Based Model

Access Category Weights
25% for one access category
66% for two access categories
150% for three access categories
200% for four access categories

Of Note: Academically Underprepared Access Category

- **Remediation Free Standards**

- Phased-in based on Ohio Remediation Free Standards.
- This means only students first enrolled in fall of 2013 can be identified as academically underprepared.

- **Math-Only**

- Due to some flexibility in the standards for English, the FY 2020 and 21 funding formula will continue to be based only on the mathematics standards.

- **Weighting Structure:**

- Flat Weight for Course Completions: 15 percent
- Number of Categories for Completion Milestones:
 - One category: 25 percent
 - Two categories: 66 percent
 - Three categories: 150 percent
 - Four categories: 200 percent

Of Note: Certificates

30+ Credit Hour Certificates

FY 2018 was first year this component was fully incorporated:

- Used most recent data in first year (FY 2015) of formula (data from FY 2014);
- Use of actual data for student success points and completion milestones formula components beginning in FY 2016; and
- Use of three-year average results in:
 - 1/3 of awarded certificates counted in FY 2015 & FY 2016
 - 2/3 of awarded certificates counted in FY 2017
 - 100% of awarded certificates counted in FY 2018

FY 2020-21 Data



Component	FY 2020	FY 2021
Course Completions (50% of SSI) <i>1st half distribution includes projected data</i>	1 st half uses projected data for spring FY 2019 (actual for summer and fall). Final SSI actual data from FY 2017, FY 2018, FY 2019	1 st half uses projected data for spring FY 2020 (actual for summer and fall). Final SSI actual data from FY 2018, FY 2019, FY 2020
Success Points (25% of SSI) <i>No longer using projected data; one year lag in data.</i>	Actual data from FY 2016, 2017 and 2018	Actual data from FY 2017, 2018 and 2019
Completion Milestones (25% of SSI) <i>No longer using projected data; one year lag in data.</i>	Actual data from FY 2016, 2017 and 2018	Actual data from FY 2017, 2018 and 2019

Next Steps

Priorities for Review

1. Potential Revisions for FY 2022-2023
 - Workforce related metrics
 - Academic preparation access category
 - Developmental education success points
2. Further Improve Data Integrity
3. Additional Policy Issues:
 - Evaluate existing model to understand relation to additional policy priorities and goals.
 - Bachelor's degrees awarded at Ohio community colleges
4. Continuous Improvement & Best Practices

Institutional SSI Analysis

FY15 – FY20 Trend Analysis

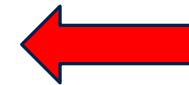
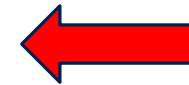
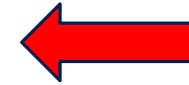
Purpose: To help institutions gain a better understanding of the SSI, the reasons for changes in funding, and to identify areas for potential improvement.

The analysis is divided into three sections:

1. Changes in funding, by SSI component
2. Changes in outcomes, total and by access category
3. Overview of SSI components.

SSI Funding Trends

	Example College	
	1 Yr Change (FY19 to FY20)	6 Yr Change (FY15 to FY20)
Course Completions	1.6%	11.6%
Course Completions Total	2.1%	10.5%
Course Completions Access	-2.5%	23.0%
Success Points	0.6%	15.0%
Credit Hours Totals	1.4%	11.0%
12 Credit Hours	2.1%	12.9%
24 Credit Hours	0.4%	10.3%
36 Credit Hours	1.5%	8.6%
DEV Success Points	-2.6%	35.5%
Dev. Ed English Success	-4.5%	40.4%
Dev. Ed Math Success	-0.6%	30.7%
Completion Milestones	0.1%	4.5%
Associates Total	-4.7%	0.1%
Associates Access	7.0%	41.7%
Certificates Total	20.8%	208.4%
Certificates Access	18.2%	336.6%
Transfers Total	-2.4%	-20.1%
Transfers Access	24.0%	24.2%
Total Funding	0.9%	10.5%



	Example College		System Total	
	1 Yr Change (FY19 to FY20)	6 Yr Change (FY15 to FY20)	1 Yr Change (FY19 to FY20)	6 Yr Change (FY15 to FY20)
Course Completions	1.6%	11.6%	2.0%	11.1%
Course Completions Total	2.1%	10.5%	2.8%	10.6%
Course Completions Access	-2.5%	23.0%	-4.9%	15.5%
Success Points	0.6%	15.0%	2.0%	11.1%
Credit Hours Totals	1.4%	11.0%	4.2%	18.6%
12 Credit Hours	2.1%	12.9%	6.4%	25.1%
24 Credit Hours	0.4%	10.3%	3.3%	15.7%
36 Credit Hours	1.5%	8.6%	1.0%	10.6%
DEV Success Points	-2.6%	35.5%	-7.2%	-15.1%
Dev. Ed English Success	-4.5%	40.4%	-13.0%	-32.4%
Dev. Ed Math Success	-0.6%	30.7%	-3.9%	-1.8%
Completion Milestones	0.1%	4.5%	2.0%	11.1%
Associates Total	-4.7%	0.1%	-2.2%	-0.7%
Associates Access	7.0%	41.7%	7.5%	40.1%
Certificates Total	20.8%	208.4%	2.9%	217.7%
Certificates Access	18.2%	336.6%	11.1%	338.6%
Transfers Total	-2.4%	-20.1%	1.4%	-14.8%
Transfers Access	24.0%	24.2%	15.8%	17.4%
Total Funding	0.9%	10.5%	2.0%	11.1%

	Comparison to System	
	1 Yr Change (FY19 to FY20)	6 Yr Change (FY15 to FY20)
Course Completions	Below	Above
Course Completions Total	Below	Below
Course Completions Access	Above	Above
Success Points	Below	Above
Credit Hours Totals	Below	Below
12 Credit Hours	Below	Below
24 Credit Hours	Below	Below
36 Credit Hours	Above	Below
DEV Success Points	Above	Above
Dev. Ed English Success	Above	Above
Dev. Ed Math Success	Above	Above
Completion Milestones	Below	Below
Associates Total	Below	Above
Associates Access	Below	Above
Certificates Total	Above	Below
Certificates Access	Above	Below
Transfers Total	Below	Below
Transfers Access	Above	Above
Total Funding	Below	Below

	Example College	
	1 Yr Change (FY19 to FY20)	6 Yr Change (FY15 to FY20)
Course Completions	\$156,739	\$1,016,075
Course Completions Total	\$179,567	\$849,210
Course Completions Access	(\$22,828)	\$166,865
Success Points	\$32,354	\$701,925
Credit Hours Totals	\$60,121	\$429,445
12 Credit Hours	\$38,564	\$215,644
24 Credit Hours	\$5,864	\$128,523
36 Credit Hours	\$15,693	\$85,278
DEV Success Points	(\$27,767)	\$272,480
Dev. Ed English Success	(\$24,870)	\$152,119
Dev. Ed Math Success	(\$2,897)	\$120,361
Completion Milestones	\$3,478	\$231,694
Associates Total	(\$137,237)	\$2,508
Associates Access	\$69,345	\$311,182
Certificates Total	\$17,454	\$68,384
Certificates Access	\$6,949	\$34,851
Transfers Total	(\$25,275)	(\$258,031)
Transfers Access	\$72,242	\$72,800
Total Funding	\$192,570	\$1,949,694

Notes on Funding Changes



Funding changes are not completely driven by raw, annual, outcome production. Other factors that may influence funding include:

- Changes in the outcomes of other colleges.
- Course completion and completion milestones changes by cost category.
- Changes to the program costs used in SSI calculations.
- Phase-in of certificates.
- The use of a three-year average of data for all components
- Changes to the number of access categories identified for completion milestone completers.

SSI Outcome Trends

Outcome Analysis

For each SSI outcome, the document shows trends in:

1. Your college's production
 - Total and by access category
 2. Your college's share of the system's production
 - Total and by access category
 3. Your college's production per student
 - Total and by access category
- Displays data from 2015 to the most recent year available.

Associate Completions Example



Total Production	Total Associates	Access Associates	Non Access Associates	Minority Associates	Adult Associates	Pell Associates
2015	359	287	72	21	98	245
2016	305	232	73	30	92	202
2017	334	248	86	21	79	208
2018	354	277	78	33	90	222
2019	373	266	107	33	70	211
5 Yr # Δ	14	(22)	35	12	(28)	(34)
5 Yr % Δ	3.8%	-7.5%	48.6%	54.8%	-28.6%	-13.9%

Associate Completions Example



Share of System Total	Total Associates	Access Associates	Non Access Associates	Minority Associates	Adult Associates	Pell Associates
2015	2.0%	1.9%	2.5%	0.8%	1.8%	2.0%
2016	1.8%	1.6%	2.3%	1.0%	1.6%	1.7%
2017	1.9%	1.7%	2.8%	0.6%	1.4%	1.7%
2018	2.0%	1.8%	2.7%	1.0%	1.7%	1.9%
2019	2.0%	1.8%	3.3%	0.9%	1.4%	1.8%
5 Yr PP Δ	0.0%	-0.2%	0.8%	0.1%	-0.4%	-0.2%

Associate Completions Example



Associates per 100 Total FTE	Total Associates per 100 Total FTE	Access Associates per 100 Total FTE	Non Access Associates per 100 Total FTE	Minority Associates per 100 Total FTE	Adult Associates per 100 Total FTE	Pell Associates per 100 Total FTE
2015	17.8	12.3	5.5	2.3	3.9	10.3
2016	19.0	13.7	5.4	2.5	4.8	11.5
2017	17.7	12.7	5.1	2.2	3.9	10.2
2018	19.6	14.3	5.3	3.1	4.3	11.3
2019	21.9	15.8	6.0	3.0	4.6	12.3
5 Yr # Δ	4.1	3.6	0.5	0.7	0.8	2.1
5 Yr % Δ	22.9%	29.1%	9.1%	31.3%	20.6%	20.0%

Discussion

1. Funding

- Which SSI components had the most significant funding changes?
- How do funding changes compare to the system changes?

2. Outcomes

- Which outcomes have seen significant increases/decreases in production?
- For each component, has your college's share of system production increased/decreased?
- For each component, has your college's production become more/less efficient?
- What is driving these trends?
- How do these trends vary by student type?

Discussion, continued

3. Access Populations

- What student populations does your institution primarily serve, and are these students successful in course completion, transfer, degree and certificate completion?
- Are there particular efforts which could be made or scaled to support certain student populations?
- What are the goals and needs of different students and can pathways and supports be developed to help students reach these goals?

4. Summative Analysis

- What patterns do you see within or across components?
- Based on data and SSI outcomes, what are the priority areas for additional analysis?
- What additional data would be helpful?
- What other campus stakeholders need to be engaged?

Trend Analysis Workbook

Detailed breakdown of:

1. SSI Funding Trends
 2. SSI Outcome Production Trends
 3. SSI Outcome Rates Trends
 4. SSI Model Cost Trends
- Interactive charts
 - Institution-to-system comparisons